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ABSTRACT

Sometimes the term independent study is used to denote distance education or, specifically, correspondence education. However, traditional correspondence study does not cover the general meaning of independent study. Also, it does not fit in with the two recent movements of open learning and dialogue pedagogics which are close to the discovery learning model of teaching where great emphasis is placed on the self-directed activity of the student. Correspondence education is better described by means of an educational technology approach which does not consider all individual student wishes. Nevertheless, correspondence education may endeavor to design products of high quality that could be of maximum use to as many students as possible. Applying a modified version of the Gagne model of learning processes to correspondence education, five didactic functions (implicit and explicit learning conditions) should be considered: (1) linking up with previous knowledge and interests, (2) presentation of the material to be learned, (3) guiding and structuring, (4) providing feedback, and (5) arousing attention and strengthening motivation. If the learning conditions of correspondence education are optimized, particularly with respect to the motivating function, this study form may be able to foster future independent learners. (This paper concludes with a discussion of each of the didactic functions.) (EM)

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AUTUMN 1976 WORKSHOP

IN PARIS

HOW TO OPTIMIZE THE LEARNING CONDITIONS

OF CORRESPONDENCE EDUCATION

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1 - THE DIDACTIC STRUCTURE OF CORRESPONDENCE EDUCATION

In his excellent introductory paper to the workshop, Gunnar Granholm defines his key concept didactic structure in the following way : "the set of implicit as well as explicit learning conditions which characterizes a particular educational - or training - event". There seem to exist two major contemporary models of teaching, which may be labelled the "behaviour control" model and the "discovery learning" model (NUTHALL & SNOOK, 1973). The definition quoted fits well into the "behaviour control" model, from which educational technology is an offspring. It fits less well into the cognitivistic "discovery learning" model, where the greatest emphasis is placed on the self-directed activity of the student.

It should be made clear that I fully accept Gunnar Granholm's definition as a practical working aid. In the second part of this paper I will try to link up with the well-known work by Robert M. Gagné, "The conditions of learning". As the title may suggest, Gagné is associated with the behavioristic view of teaching and learning. Nevertheless, it should be added that the usefulness of his book stems mainly from his attempt to extend the concept of learning

beyond the borders set by a simplistic stimulus-response approach.

In this first part of my paper, however, I wish briefly to discuss an interpretation of correspondence education which may be more closely related to a "discovery learning" model of teaching.

1.1 - How independent is correspondence study ?

1.1.1 - Correspondence education, distance education, independent study

Unstable terminology causes problems in many areas, including ours. At present the term "distance education" is tending to be used synonymously with "correspondence education" or "home study" (HOLMBERG, 1974; SCHWALBE, 1976). In the EHSC research project, we find that the use of distance education as the overriding concept (including, among other forms, teaching by means of telephone or radio|TV) produces a greater degree of clarity. Thus, we retain the term correspondence education for those two-way communication variants of distance education where the contacts between the teaching institution and the students are normally maintained by post. *)

*) Of course, the French télé-enseignement and the German Fernunterricht - both literally meaning "distance education" - induce special problems, since they have been traditionally used to denote what we call "correspondence education".

Sometimes I get a little confused when I hear - or read - the term "distance education" utilized in the restricted sense of "correspondence education". However, much worse confusion might arise from careless use of the term independent study (or, "independent learning"). This term, primarily utilized in the United States, has a wide scope but a vague content. "Independent" means "free from" (or "free to") - but free from (free to) what ? (Cf. HOLMBERG, 1974, p. 1). Independent study (e.g., MOORE, 1973; WEDEMEYER, 1976) appears to include :

(1) - freedom to choose (a) one's own goals and subjects, and|or (b) one's own specific learning objectives within the subject, and|or

(2) - freedom to choose one's own way of reaching the learning goals and objectives (including possible freedom from teachers - face-to-face or at a distance), and|or

(3) - freedom to evaluate one's learning progress oneself, and|or

(4) - freedom from restrictions of space and time.

Thus, there are different levels or aspects of independence in "independent study". You may carry on - more or less - independent studies

1 - in a school setting ("internal independent study")

2 - as a distance student ("external independent study")

3 - completely on your own.

The third type may be much more common than we realise. In a fascinating study, The adult's learning projects, TOUGH (1971) reports that an average Canadian adult appears to spend as much as about 700 hours a year on "learning projects" of various kinds, most of which are planned, carried out and evaluated by the learner himself.

Sometimes, however, the term "independent study" is used to denote distance education or, specifically, correspondence education. This may cause a good deal of confusion as, for instance, when attempts to find a theorical foundation for independent learning in general are used as support for correspondence education.

One example : HOLMBERG (1974) and SINGH (1976) refer to an article by WEDEMEYER (1973). In this article, Wedemeyer gives some "examples of basic theory in support of independent learning". He mentions the philosophy of education (Dewey), psychology (Gagné), behavioral psychology (MacDonald), psycho-analytic theory (Sears), phenomenological theory (Jourard), etc. In the context given, the reader might get the

impression that all the authors referred to provide valuable theoretical foundation for correspondence education (or distance education). This is, however, hardly the case. Wedemeyer has taken his examples from GLEASON (1967), a book which does not deal with distance education at all but with "independent learning" in general - or, rather, types 1 and 3 above.

Well, it may be asked, does this matter very much ? Even though a book deals with independent study in general, not with correspondence education, why can't its principles still apply to correspondence education ?

The answer depends on the specific didactic structure of correspondence education.

1.1.2 - Correspondence education as a comparatively closed activity

How independent is the ordinary correspondence student? What freedom is left to him ?

The student at an ordinary correspondence school is normally free to choose (1a) his own learning goals and subjects, within the limits determined by the school's range of subjects and possible requirements concerning previous knowledge. But this freedom is not peculiar to correspondence students, I think;

it applies to most adult students.

In a correspondence course, there is seldom space for (1b) alternative learning objectives, nor can the student freely choose (2) an individual way of reaching the objectives more or less consciously fixed by the school. The course writer and the editorial team has not only determined the objectives but also the body of information from which to extract the knowledge, the medium (possibly, media), the sequence of the study programme, the specific problems for exercise or review, and the right (or best) way to solve the problems - etc. I do not mean that this is necessarily wrong. On the contrary, it may be very useful for many students. However, the fact is that correspondence courses do not normally leave much freedom to the student as regards the instructional process - hardly more than that experienced by ordinary students in a normal classroom.

About the same applies to the (3) evaluation of the learning progress. As a rule we grade our students' solutions to assignments for submission, even in hobby courses where no certificate is needed. It is rare that we encourage the students to make their own assessments of their study activities, related to their own goals and objectives.

With respect to (4) space and time, however, correspondence students are - evidently - more independent than ordinary classroom students. Very few European correspondence schools appear to have fixed time schedules. Nor does it seem to be a very common practice to combine postal courses with compulsory face-to-face meetings, thus diminishing the students' freedom with respect to space as well as time (BÅÅTH, 1976).

Nevertheless, the freedom from restrictions of space and time - important as it may be - along with the hardly sensational freedom concerning choice of goals and subjects, do not cover very much of the general meaning of the concept of independent study (independent learning).

At present, there is an international trend in education towards "free learning" or "open learning" (e.g. ROGERS, 1969; SILBERMAN, ALLENDER & YANOFF, 1792; PLUCKROSE, 1975; WEDEMEYER, 1976). Like "independent learning" - in the general meaning of this concept - open learning emphasizes the individual student's freedom the importance of giving him the possibility to determine what to study, how to study, etc. In the "open learning" movement, general goals such as development of creativity, personal experience of the

meaningfulness of the studies, etc. are emphasized. Apparently, this movement is close to the "discovery learning" model of teaching previously mentioned.

In Sweden, a related trend towards "dialogue pedagogics" has attracted great interest. A "dialogue pedagogics" style of teaching was even recommended by our past Minister of Education for all school levels. Partly influenced by FREIRE (1970), advocates of "dialogue pedagogics" think that teachers and students should work together in a continuous dialogue, in the pursuit of knowledge and personal development. Teachers should not just be providers, and students not just recipients. Both should give each other relevant experiences, thoughts, pieces of information, emotions.

As far as I can see, traditional correspondence education is not very "dialogic" (in the sense just mentioned), nor particularly "open" or "independent".

On the contrary, I think that it is better described by means of an educational technology approach - Cf. Gunnar Granholm's introductory paper. In his monumental dissertation "Die didaktische Struktur des Fernunterricht", PETERS (1973) also tries - successfully - to interpret correspondence education (distance education) in terms of educational technology.

However, this is only a supporting theme in Peter's magnum opus. His main contribution to our understanding of correspondence|distance education is his detailed analogy between this form of teaching and an industrial production process. In fact, he tries to demonstrate that correspondence|distance education is an industrialized form of education, distinguished by division of labour (on the side of the teachers), mechanization, automation, application of organizational principles, objectivity of teaching behaviour, mass production, concentration and centralization, etc. (Cf. also PETERS, 1971).

To the extent that this analogy of Peters gives a true description of the learning conditions of correspondence education - and there is undoubtedly much in it - there cannot be very much independence, openness or dialogue left to the students. A mass-production factory has no possibility to consider all the individual wishes of its consumers. Nevertheless, it may endeavour to design products of high quality, that could be of maximum use to as many consumers as possible.

It is this aspect that I wish to concentrate on in the next part of my paper : How to design correspondence courses of high quality, that could be of maximum use to as many students as possible ?

2 - SOME ESSENTIAL DIDACTIC FUNCTIONS IN CORRESPONDENCE EDUCATION

My point of departure is a fairly simple model of instruction, outlined by GAGNÉ (1970). In addition to certain essential internal conditions of the learner - above all, motivation and stage of cognitive development - Gagné discusses nine "events of instruction", by means of which a teacher may try to control the external conditions of learning : (1) gaining and controlling attention, (2) informing the learner of expected outcomes, (3) stimulating recall of relevant prerequisite capabilities, (4) presenting the stimuli inherent to the learning task, (5) offering guidance for learning, (6) providing feedback, (7) appraising performance, (8) making provisions for transferability, and (9) ensuring retention.

As far as I know, this model was applied to correspondence education for the first time by AHLM (1972). It appears to be a potentially very practical tool for correspondence educators. During the last few years, in somewhat modified forms, it has been used by, e.g., the Norwegian State Council on Correspondence Education, the Federal Institute for Research on Vocational Education and Training (BBF) in Berlin (KAROW & STORM, 1975), and LAMPIKOSKI & MANTERE (1976).

In the following, I will - to some extent - draw on a list of ideas for the construction of correspondence courses, based on a slightly modified version of the Gagné model (BÅÅTH, 1974). I will concentrate on five didactic functions, which may be of particular interest : (1) linking up with previous knowledge and interests etc., (2) presentation of the material to be learned, (3) guiding and structuring, (4) providing feedback, and (5) arousing attention and strengthening motivation.

Although much of the following discussion concerns what should or could be done when writing and editing the course material, it will become clear, I hope, that I do not completely agree with Gunnar Granholm as regards the role of the course writer and his team. Certainly, it is very important - at least in ordinary "material plus" types of correspondence education (BÅÅTH & WÅNGDAHL, 1976). However, there is not only a minor role left to the tutor. The dialogue (in the technical sense of two-way communication) between student and tutor could contribute much to the optimization of the correspondence student's learning conditions.

2.1 - Linking up with previous knowledge and interests, etc.

There are cognitive learning psychologists who believe that linking up with the student's previous knowledge

is the crucial teaching function. If you largely fail to do that, all other teaching measures may be in vain.

> If I had to reduce all of educational psychology to just one principle, I would say this : The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly. (AUSUBEL, 1968, p. vi).

No doubt, this must also be considered an essential factor from a behavioristic point of view. (Of course, an orthodox behaviorist would formulate the principle in other words - e.g., "behaviour repertoire" instead of "knowledge"). Unfortunately, however, the fulfilment of this function is one of the weakest links in the chain of correspondence education - and distance education in general. Maybe this can explain at least part of the numerous cancellations and drop-outs among our students.

Of course, in order to meet the student's pre-knowledge - and experience, interest etc. - a considerable number of measures <u>can</u> be taken. By means of conscientious <u>advising and guidance</u>, the student may be led to the course which seems to suit him best. Carefully designed and, possibly, standardized <u>aptitude tests and tests of previous knowledge</u> (maybe interest tests, too) would be of great help to the advisers.

The course writer and his team could also contribute a good deal to the matching of the course to the pre-knowledge and interests etc. of the students. Some suggestions :

1 - Make a "gentle" start to the course (and of each new study unit), including a revision part, dealing with knowledge necessary or suitable to bring up. Alternatively :

2 - Insert a diagnostic test at the beginning of the course (and before the start of each study unit), containing questions on essential previous knowledge. Students failing to give satisfactory answers should be provided with extra instruction within the framework of the course. The tests can be given either as self-tests or as assignments for submission.

3 - Try to link up with students' experience and interests, e.g. by means of examples and exercises dealing with everyday matters and situations, nature and natural phenomena, tales and games, and interests, experience etc. which can be expected with the specific target group(s).

4 - Individualize with the aid of assignments
(a) - arranged in order of difficulty,
(b) - individualized in respect of interests.

Still, it is most improbable that you can meet the individual student's specific pre-knowledge and personal background in this way. That this might be an important factor is indicated by the results from a classroom experiment reported by STURGIS (1958). A number of physics teachers each had two classes. For one of their classes, the teachers were given increased knowledge of the students' personal background. These students made significantly greater gains in achievement and rated their teachers as being more effective.

What could be done about this in the context of correspondence education ? I think that our tutors could be provided with as much relevant information of their students' personal background etc. as possible. Is so, the tutors would then be able to give more personal instruction, more individually adapted help and guidance. This would undoubtedly have a favourable effect on the students' behaviour during - and after - their study.

2.2 - Presentation of the material to be learned.

A great many different factors and aspects related to the teaching function of material presentation could be pointed at. For the sake of brevity I choose to concentrate on two factors : variation and readability.

2.2.1 - Variation

Variety is a teaching principle which is too often neglected. Students must, it is true, feel the security associated with a relatively stable form. But within that framework we are free to vary, and should do so. Monotony is a one of the teacher's deadly sins ! We could, e.g. - to some extent - vary appearance, manner of presentation, mode of representation (symbolic - iconic - enactive; Cf. Gunnar Granholm's introductory paper), and method of working.

You could also appeal to different sense modalities by using variable media. Audio-cassettes have, until recently, rarely been used in correspondence education, except in language courses. Probably study guides on tape, or other "lexiaudial" integrations could contribute much to the instructional efficiency of courses in many subjects.

2.2.2 - Readability

Gunnar Granholm states the importance of style and form of language. Inter alia, referring to a work on "Verständlichkeit" by Langer, Schulz von Thun & Tausch, he mentions the readability factor. In this context, I only wish to add some empirical results from a research study undertaken at USAFI and reported by BRITTAIN (1972).

20 USAFI correspondence courses were investigated with respect to readability. (A variant of Flesch's readability formula was used). Many valuable findings were made, among them two rather serious ones :

(1) - The study guides in USAFI's commentary courses had often at least as high a readability level (i.e., were at least as difficult to read) as the textbooks they should elucidate.

(2) - The difficult texts were all too often found in the first few study units of a course !

The most interesting finding was, however, that the intuitive belief about the importance of the readibility factor was confirmed :

(3) - The easiest courses - as regards language - had the best continuation quota. Vice versa, the highest proportion of drop-outs was found among courses with particularly high readability levels. The correlation was unusually high : 0,87, which indicates that there were few individual deviations from the general trend.

2.3 - Guiding and structuring

The problem for the designer of a correspondence course with respect to the function of guiding and structuring is much the same as that implicit in the

function "linking up with previous knowledge ...". How can we cater for individual students' individual needs for guidance and help with the material ? Also in this respect, a good deal of the individualizing work must be left to the tutor.

Still, much can be done - and should be done - by the course writer and the editing team. In BÅÅTH (1974) you can find a number of suggestions, which may be summarized in this way :

(1) - typographical and logical arrangement for constructive purposes
(2) - introductions of various kinds, e.g., "advance organizers"
(3) - exercises used as organizers
(4) - verbal explanations, e.g., dealing with possible questions by students
(5) - skeleton drawings and other explanatory illustrations
(6) - summaries of various kinds.

In a Hermods School psychology course for lower and middle management (Arbetsledningens psykologi) we have tried a particular structuring model. You will find an example in the appendix to this paper. Each chapter starts with (1) a panel containing (a) a short introductory text, (b) a few questions, which aim at

directing the student's thoughts towards the essential problems which will be treated in the chapter. The short text is much like a simple "advance organizer" (AUSUBEL, 1968) - an introduction facilitating the student's structuring of the material, for instance, by bringing fore necessary previous knowledge in the form of overriding principles or by means of pointing out similarities and contrasts. - Further - more student is requested to set to work at (2) inserted exercices, if possible compelling her|him to apply his knowledge immediately (e.g., "Uppgift 9" in the appendix). At the end of each chapter is a "Sammanfattning". This is (3) a summary, which gives the answers to the questions posed in the introductory panel.

2.4 - Providing feedback

In a questionnaire survey on certain practices and opinions of EHSC and CEC member schools, made within the EHSC research project (BÅÅTH, 1976), it was found that the function of assignments for submission considered most important was "to give the students effective feedback - help them to correct their mistakes and control their progress". This is somewhat astonishing. Certainly, feedback is frequently most easily and naturally given by the tutor in a student-tutor dialogue, induced by assignments for submission.

Still, much feedback could be given - without the inevitable time delay of postal communication - in the course material.

In order to accomplish this, study units must of course contain a rich variety of questions, exercises, problems, self-tests etc. These need not always be placed at the end of each chapter but could often as well - or better - be more closely integrated into the text.

Feedback could then be given :

(1) - by means of separate solutions, model answers etc.

(2) - -explicitly or implicitly - in the text following an exercise or question

(3) - by means of summaries (Cf. the appendix, where the answers to the introductory questions are implicit in the following text, and are then explicitly provided in the "Sammanfattning").

2.5 - Arousing attention and strengthening motivation

Together with linking up with the student's previous knowledge etc., arousing attention and strengthening (or, at least, maintaining) her|his motivation is an indisputably crucial factor in correspondence education, as well as in other forms of distance education.

No doubt, a creative writing and editing team could find many ways to stimulate students' attention and motivation. In BÅÅTH (1974) there are, in fact, some 30 different suggestions on how to do this, both by "structural" (or "external") means : cover, format, layout, typography, illustrations, AV accessories etc. - and "functional" (or "internal") means : style of writing, appealing to the student's needs, imaginative examples, enjoyable exercises, encouraging remarks, etc.

Nevertheless, the motivation enhancing function appears to be extremely difficult to fulfil solely by means of the pre-produced instructional material - however skilfully designed, e.g. according to the principles of educational technology, it may be. Therefore, stimulating, supporting and strengthening students' motivation seems to be the most important function of the tutor in common forms of correspondence education.

> ... each specific measure taken by the tutor should be performed in a motivation furthering way. The tutor should correct, comment, etc. in a way that inspires the student to continue, to make new efforts, to work more carefully, to be more interested and therefore to delve deeper. The tutor should try to help the student to be so motivated that he completes the whole course - or that part of the course which corresponds most closely to his personal learning goals.

> It might be added that this motivational function has to be provided for - as far as possible - even in tutorial systems where corrections and comments have been, partially or totally, computerized. (BAATH & WÅNGDAHL, 1976).

If we manage to maintain or - preferably - strengthen a student's motivation, she|he will work actively. This will imply that the student learns a good deal, no doubt with appreciable retention. Thanks to the favourable attitude the student probably will get to the course and the subject, as well as to the study method, we can hope that she|he will develop sound study and working habits, which may remain long after the correspondence course is finished.

3 - CONVERGENCE

In part 1 I stated that traditional correspondence study can hardly be characterized as a very independent or "open" form of learning. Nor does it fit well into the present "dialogue pedagogics" current.

Certainly, there are proponents of much opener forms of distance study, e.g. Delling, who writes about the distance institute as a "helping organization". Its function is not to teach, but

> ... to take over, upon the wish of the learner, everything he cannot (yet) do for himself, with the tendency that the learner eventually becomes autonomous. Finally, the only function left for

> the helping organization is that of an information and documentation center ... (DELLING, 1976, p. 20).

We are certainly not there yet. Still, in part 2 of this paper I have tried to show that, if the learning conditions of correspondence education are optimized - particularly with respect to the motivating function - this study form may be able to foster future independent learners.

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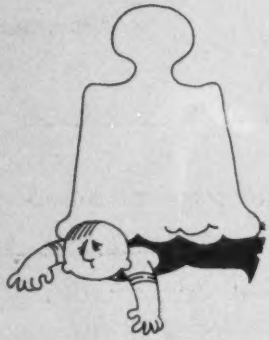
Åtgärder mot stress

Eftersom stark och långvarig stress är i alla avseenden skadlig, är det ytterst angeläget att man vidtar åtgärder för att avhjälpa och förebygga missanpassning.

- Vad man kan göra för att bota eller lindra stress?
- Hur kan arbetsledaren medverka till att förebygga stress på arbetsplatsen?



Vi måste alla hjälpas åt med att förebygga och lindra stress

Olika metoder att komma till rätta med stress

Måttlig, kortvarig stress kan ofta verka stimulerande och höja vår effektivitet. Vad vi här hela tiden talar om är den skadliga stressen, den som är för stark eller felinriktad och tenderar att bli ett konstant tillstånd hos individen. Vad kan — och bör — man göra åt redan uppkomna stresstillstånd av detta slag?

För det första kan man försöka *ändra på situationen*. Du kanske minns exemplet med den övertidsarbetande mannen (s. 5). Den naturligaste åtgärden i detta fall är att försöka skaffa svärmodern en annan bostad. I de fall då stress på en arbetsplats beror på yttre miljöförhållanden — irriterande buller, grovt arbetsolämplig temperatur o. d. — måste man givetvis försöka ändra på dessa. Ofta hänger vantrivseln emellertid samman med dålig planering från arbetsledarens sida, bristfällig introduktion, information osv. Lika naturligt som det är att ledningen uppmärksammar yttre, fysiska, stressframkallande omständigheter och

Låt den stressade få tala ut om sina problem

Vad du som arbetsledare och medmänniska kan göra i de fall då problemen är av sådan art att det inte hjälper med att försöka ändra på situationen eller avlägsna individen ur den, är på sin höjd att ge ett psykiskt "första förband". Detta innebär helt enkelt att man låter personen få tala ut om sina svårigheter, något som ofta kan ge en avsevärd lindring. Du bör komma ihåg att din uppgift i detta fall först och främst är att lyssna — inte att försöka bagatellisera problemen, komma med lättköpta goda råd eller säga åt den bekymrade att han måste rycka upp sig.

Ibland kan lugnande *mediciner* hjälpa individen att uppleva sin situation som mindre besvärlig.

En utmärkt metod att motverka stress är slutligen att höja den *fysiska konditionen*. Tävlingsidrott och andra former av rejäl

Uppgift 9 En kvinnlig anställd hade mycket svårt att hinna med sina arbetsuppgifter och tyckte att hennes arbetsbörda var orimlig. I själva verket var den högst måttlig. Men kvinnan var pedant, dvs. hon hade ett onormalt starkt behov av noggrannhet och kontrollerade varje detalj långt utöver vad som krävdes i hennes arbete. Därför hade hon också svårt att få något ur händerna, vilket stoppade arbetet för andra och vållade åtskillig irritation. När hon försökte höja arbetstakten, kände hon djupt missnöje med sitt "slarviga" arbete och visade tydliga stressymtom.

Vilken åtgärd skulle du vilja föreslå i detta fall?

Vi måste alla hjälpa till med att förebygga stress

Det räcker inte med att försöka hjälpa de personer som redan råkat in i ett allvarligt stresstillstånd. Minst lika viktigt är att söka förebygga att stress uppstår.

I första hand är detta givetvis en *samhällsuppgift* — att genom

Som vi tidigare framhållit i olika delar av kursen, har arbetsledaren en viktig roll i många av dessa avseenden.

Slutligen är det betydelsefullt att du själv som *arbetsledare* tillämpar ett inte bara arbetsstyrande utan också personalinriktat ledarskap. Om du har ett uppriktigt intresse för dina anställda, deras behov och problem, kan du göra en stor insats för att skapa trivsel på arbetsplatsen och hindra att onödig stress uppstår.

Uppgift 10 Personalinriktat ledarskap har du läst om i studieenhet 3. Vad innebär denna typ av ledarskap?

Sammanfattning Man kan bota eller lindra redan uppkommen stress genom att ändra på situationen eller avlägsna individen ur den. I andra fall kan man behöva ändra på individen genom psykologisk eller psykiatrisk behandling. Detta är en uppgift för fackmän. Som lekman kan man dock ge en första hjälp genom att låta den stressade personen få tala ut om sina problem. Den fysiska konditionen är också en betydelsefull faktor.

Givetvis utesluter dessa möjliga åtgärder inte varandra utan kan ofta kombineras med utmärkt resultat.

För att förebygga stress måste såväl samhället i stort som företagens yttre och "inre" miljö i möjligaste mån anpassas till individernas behov. Arbetsledaren kan göra en betydelsefull insats genom att vara öppen för de anställdas behov och problem.